

HIERARCHY OF SCORE REPORTS

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GROUP READING PROGRESS REPORT – DISTRICT GROUP READING PROGRESS REPORT – SCHOOL GROUP READING PROGRESS REPORT – CLASS

Shows Growth Scale Value (GSV) over time

GROUP SCORE SUMMARY – Informs whole Group Instruction

Shows each student in the class, Raw Score and Stanine for each subtest and Listening. Shows Raw Score, Stanine, Percentile, Grade Equivalent, Standard Score, NCE and Growth Scale Value for Total Test by student.

GROUP DIAGNOSTIC BY TYPE – Informs Whole, Small Group, Individualized Instruction

One page report for each subtest by student and by type of question.

Early Primary

Sound Matching = Begins with/Ends with

Rhyming = Short vowel/Long Vowel

Picture Matching = differences in detail, action, orientation

Picture Differences = in Objects/in action

Verbal Concepts = direction/position/quantity/size/comparison/texture

Picture Categories = Objects/Actions

Print Awareness = capitals, letters, sentences, words

Letter Recognition = uppercase, lowercase, mixed

Same/Different Words

Phoneme Grapheme Correspondence – initial/final sounds

All Grades

Listening Comprehension = Vocabulary, Grammar, Idioms, Inference, Nonliteral

Grade 2 and Above

Word Reading and Word Meaning = decodable/sight

Sentence Comprehension = Parts of Speech, Type of Sentence

Passage Comprehension = Type, Origin, Length, Question Type

GROUP DIAGNOSTIC BY ITEM – Informs Small Group and Individualized Instruction

One page report by student, by subtest of every item on the test.

Shows error patterns, class statistics, 'p' values by item by class.

INDIVIDUAL READING PROGRESS

One sheet per student showing a graph of GSV over time.

INDIVIDUAL SCORE SUMMARY

One sheet per child with all the data on every subtest, descriptors of strengths, a Stanine Profile in color for each subtest showing bar graphs of current stanine achieved.

INDIVIDUAL DIAGNOSTIC ANALYSIS

Similar to Individual Score Summary but with more narrative and strategies.

PARENT REPORT

Colorful and easy to read Stanine Profile, GSV line graph overtime, Narrative description.

SCORE ANALYSIS PROCESS

1. Select the Group Reading Progress Report for the district, school and your class.
 - a. The line in the middle of the blue band is the national mean GSV (Growth Scale Value). The line just above it and just below it represent one standard deviation plus or minus the mean.
 - b. Compare your average GSV with the school and district. Is it higher? Lower? Above the National Mean? Below it? How far above or below compared to the standard deviation lines?
 - c. If this is the Winter or Spring test results, you will have multiple tests to show progress over time. Did your scores go up? Down? What might be the causes or growth or decline?
 - d. Look in the Right Hand corner of the page and your collective data will be there. The grade level in the second column. REMEMBER: PRE K AND K ARE ON A DIFFERENT AND SEPARATE METRIC AND CAN ONLY BE COMPARED TO THEMSELVES.
 - e. The third column tells what norms were used – Fall or Spring, followed by the number of tests administered at this setting, the average GSV, the national mean and the range that is the target range for this norm period.
 - f. If you gave off level tests in the Fall, then K and Gr. 1 will not show up in the line graphs because they are on a different metric than the Gr. 1 – adult GSV.
2. Select the Group Score Summary Sheet for your class.
 - a. This report allows you to get a quick overview of your class as well as see individual performance at a glance. It is a quick reference for ‘red flag’ areas to look more closely at as the reports get more discrete.
 - b. This report can inform whole group and small group instruction and begin to pinpoint who might need something more individualized or center work if you are in elementary.
 - c. Look at the Total Test section 9 columns from the right margin.
 - i. Remember: A stanine of 1-3 is below average; 4 is low average, 5 is the mean, 6 is slightly above average and 7 – 9 are considered above average. HIGHLIGHT every child’s score who is at a stanine of 4 or below in the Total Test.
 - ii. The next column is the percentile indicating what percent of the norm group scored at or below the same score as the student. For example, a child might have done better than 55% of the norm group tested in the Spring or Fall of 2000.
 - iii. Next is Grade Equivalent – my advice is to IGNORE IT!! This is the hardest metric to use correctly. If a student has a 9.5 in sentence comprehension on a grade 3 test, it simply means that is a student half way through the ninth grade took this 3rd grade test, this is what they would have scored. Yes, that is good news but it does not mean a child is ready to skip to the ninth grade. Many educators do not understand this metric and it is not a good one to share with parents.
 - iv. The next column is the NCE. This is a great comparative metric for educators to use. Lay people will not understand it. Remember it is an equal interval metric that can be compared from test to test, year to year, child, to child, arithmetically manipulated, averaged and disaggregated. It is better than Stanines because it is more sensitive to growth. For example, a student might have grown from the 33rd NCE to the 43rd NCE between tests but still have remained in stanine 4, yet, they could grow from an NCE of 43 to 45 and move from a stanine of 4 to 5. Stanines are a wide margin and sometimes can be deceiving in figuring actual growth.
 - v. The next column is the Standard Score and can be compared to tests of cognitive ability, oral language or other test scores with a mean of 100 and standard deviation of 15.

- vi. The last column under Total Test is the student's GSV-Growth Scale Value, a metric created by AGS to show growth over time and test forms. This tracks individual growth longitudinally and reflects growth as a result of instruction and interventions. Comparable progress between children can also be noted.

CONCENTRATE ON STANINES, NCE's AND GSV (after the second set of data are in).

3. Return to the rest of the report listing the Stanines and cumulative data for the subtests as well as the Listening Comprehension. **HIGHLIGHT** all students' scores with a stanine of 4 or below in any subtest.

NOTE: In planning for the winter tests, if you gave off-level in the Fall, the components of the tests change in Pre K, K, and Grade 1. Grade 2-3 have the same basic components so the students will not have to learn a new type of test taking strategy for those grades.

For the lower grades though, it represents a complete change in the types of components and what you are going to 'teach' to.

ANOTHER NOTE: Between the winter tests and the Spring tests, the target goes up because the means are higher and the range of 'on grade level' is higher too.

4. Find the Group Diagnostic Analysis By Type Sheets. There is one sheet for each type of question in a subtest. These sheets can be used to inform Whole, Small group work and also to determine what individualized, differentiated work might be needed. For elementary, it informs the work you will provide for Literacy Centers. Activities, strategies, and student tasks are located in the **GRADE RESOURCE LIBRARY** for each level and each type of question.

NOTE: If you test off level in September and on level in December, your results in the Fall can predict success on some of the different subtests the students will take in December. For example: High scores in Picture Categories in the Level P tests will predict success on the Same/Different Word test on the K test.

- a. The data types on these pages are:
 - i. RS – Raw Score is the number correct per child by this type of item
 - ii. NP – number possible in this type of item
 - iii. % - the percent of items correct out of the total number possible – this is a percentage here not a percentile!
 - iv. (4/) – raw score out of the number possible for the defined subcategory with a percentage correct by student – use this to form small groups or create differentiated work or centers.
 - v. Class average for the total subtest section and then for the subcategories Use this to inform if any whole group instruction is necessary on the concept. Use 'Mastery Learning' standards: if less than 75% of your students got that item correct, you might want to do a whole group mini lesson on the topic. Definitely reteach if the percent is 50% or below.
 - vi. Local average 'p' value – is the percentage correct on that subcategory for this class.
 - vii. National 'p' value is the percent correct in the national norm group from fall or spring of 2000.
 - viii. Difference is the difference between your class's performance and the norm group on that type of item.
5. Find the Group Diagnostic Analysis By Item Sheets. There is one sheet for each type of item in a subtest. These sheets can be used to inform Small group work and also to determine what individualized, differentiated work might be needed. For elementary, it informs the work you will

provide for Literacy Centers. Activities, strategies, and student tasks are located in the GRADE RESOURCE LIBRARY for each level and each type of question.

- a. This is the most specific of the score sheets. It is an item analysis sheet and provides the item number from the test form what part of speech, type of question, type of sentence or passage was tested with specific target words, sounds, letters, phrases that were tested. IT tells what the Raw score is by student and every answer they gave. The correct answers are **bolded**.
- b. At the bottom, there are class averages for Total incorrect, Total correct, local 'p' and National 'p' values, and the difference scores. The pages are set up exactly like the Analysis by Type sheets.
- c. Lastly, this page tells you the correct answer and the number from your class that gave every possible response.
- d. These sheets are good to look at for patterns of errors. Was a child guessing? Do you see patterns like AAA,BBB, CCC, DDD,? Did the child leave a lot of blanks? Do you have significant numbers that need to be pulled together in a small group to cover some of the concepts.

REMEMBER: You can go back and look at the questions in a blank form to see what they missed. This is also the form that you use to key into the Computer Scoring program if you want to add a student or move the scores to another class without calling the company.

6. There are many types of Individual Score Reports. These are particularly good to pull for an intervention teacher, a special ed teacher, to use in parent conferences or ARCs. The Parent Report is user friendly but requires an educator to explain it the first time, at least. The Individual Score Summary or Diagnostic are very good reports for the teacher to look at. If you have large classes, to run them all would be an expense. You may want to run the Parent Reports and reserve use of the rest of the individual reports for struggling students.

This is a Companion Document to the Graphic Organizers to Chart findings from the reports on.